



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

INSTITUTO DE POSTGRADO

MAESTRIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MENCIÓN ENSEÑANZA DE INGLÉS

TÍTULO DE LA MONOGRAFÍA

“WHATSAPP IN ORAL SKILLS”

**PREVIO A LA OBTENCIÓN DEL TÍTULO EN MAGISTER EN
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

MENCIÓN ENSEÑANZA DE INGLÉS.

AUTOR

LIC. LUIS IZA ESPINOZA, MGT.

TUTOR

LIC. ANDRÉS RODRÍGUEZ CAAMAÑO, MSC.

SANTA ELENA-ECUADOR

2022

APROBACIÓN DEL TUTOR

En mi calidad de Tutor de la **Monografía** , “WhatsApp in Oral Skills”, elaborado por la maestranda Lic. LUIS ALBERTO IZA ESPINOZA, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster **EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

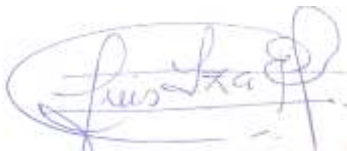


Lic. Andrés Rodríguez Caamaño, MSc.
TUTOR

AUTORIZACIÓN DE AUTOR

Autorizo a la Universidad Estatal Península de Santa Elena, para que haga de este trabajo de titulación o parte de él, un documento disponible para su lectura consulta y procesos de investigación, según las normas de la Institución.

Cedo los derechos en línea patrimoniales de artículo profesional de alto nivel con fines de difusión pública, además apruebo la reproducción de este artículo académico dentro de las regulaciones de la Universidad, siempre y cuando esta reproducción no suponga una ganancia económica y se realice respetando mis derechos de autor.

A handwritten signature in blue ink, enclosed in a light blue oval. The signature appears to read "Luis Iza" followed by a stylized flourish.

Iza Espinoza Luis Alberto

C.I. 1711043438

TRIBUNAL DE GRADO

Q.F. Rolando Calero Mendoza, PhD.
DIRECTOR DE POSTGRADO

Lic. Andrés Rodríguez Caamaño, MSc.
DOCENTE TUTOR

Lic. Yuri W. Ruíz Rabasco, MSc.
COORDINADOR DE POSTGRADO

Ing. Xavier Antonio Almeida Briones, MSc.
ESPECIALISTA DEL ÁREA

Ab. Víctor Manuel Coronel Ortiz, MSc.
SECRETARIO GENERAL

**INSTITUTO DE POSTGRADO
DECLARACIÓN DE RESPONSABILIDAD**

YO, LUIS ALBERTO IZA ESPINOZA
DECLARO QUE:

El Trabajo de **Monografía** “WhatsApp in Oral Skills”, previa a la obtención del Grado Académico de **MAGÍSTER EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**, ha sido desarrollado con base a una investigación exhaustiva, respetando derechos intelectuales de terceros conforme las citas y cuyas fuentes se incorporan en la bibliografía. Consecuentemente este trabajo es de mi total autoría.

En virtud de esta declaración, me responsabilizo del contenido, veracidad y alcance científico del trabajo de titulación.

Santa Elena, 17 de febrero del 2022

EL AUTOR



Lic. Luis Alberto Iza Espinoza, Mgt.
C.I. 1711043438

Glosary

WhatsApp: WhatsApp Messenger is a **cross-platform instant messaging application** that allows iPhone, Blackberry, Android, Windows Phone and Nokia smartphone users to exchange text, image, video, and audio messages for free. WhatsApp is especially popular with end users who do not have unlimited text messaging.

Oral skills: Oral skills are speech enhancers that are used to produce clear sentences that are intelligible to an audience. Oral skills are used **to enhance the clarity of speech for effective communication**. ... The term "phonation" means the process to produce intelligible sounds for the correct interpretation of speech.

Ubiquitous: Ubiquitous computing (or "ubicom") is a **concept in software engineering, hardware engineering and computer science where computing is made to appear anytime and everywhere**. In contrast to desktop computing, ubiquitous computing can occur using any device, in any location, and in any format

Mobile learning: Mobile learning (m-learning) is **education via the Internet or network using personal mobile devices**, such as tablets and smartphones to obtain learning materials through mobile apps, social interactions and online educational hubs. It is flexible, allowing students access to education anywhere, anytime.

Índex

Chapter 1	1
1.1 Introduction	1
1.1 Objectives:	2
1.2 Justification	2
1.3 Methodology	3
Chapter 2	4
2.1 Development	4
<i>2.1.1 Impact of WhatsApp Interaction on Improving L2 Speaking Skills</i>	4
<i>2.1.2 What's up with WhatsApp? A Critical Analysis of Mobile Instant Messaging Research in Language Learning</i>	4
<i>2.1.3 Mobile Instant Messaging: WhatsApp and its Potential to Develop Oral Skills</i>	4
<i>2.1.4 Improving of English-Speaking skills using WhatsApp</i>	4
<i>2.1.5 Motivation to practice English using WhatsApp; The student case with visual disability in Ecuador.</i>	5
<i>2.1.6 Theoretical framework</i>	5
Chapter 3	9
3.1 Conclusions	9
3.2 Recommendations	9
Bibliographical References	10

Abstract

This research is aimed to explore the papers related to the use of WhatsApp application in the development of the oral skills, most of them outstand the great advantages this tool provides considered as a pedagogical tool in many countries, it is very cheap, easy to access, it is not complicated to work, very popular because it has a lot of acceptance among young people and adults. The most important feature more than from the application is from the learning called (MALL), Mobile assisted language learning is the ubiquitous feature, this one allows the students to learn everywhere in anytime. This application allows the students to download the information and continue working, it is not necessary to be connected to internet all the time. The last and good advantage is that this application permits to have interaction through text messages, audio files, videos, files in word, excel, pdf, among others.

Chapter 1

1.1 Introduction

The huge problem the world is facing is the overpopulation, which is depleting the resources and causing difficult situations in the services. In the educational field the classrooms are too crowded affecting the teaching and learning process.

According to Küçükler and Kodal (2018), a college classroom must not have more than 25 students, but it is normal to see from 40 to 70 students, so the quality of education is not acceptable because many problems arise like: monitoring attendance, checking assignments, maintaining control, checking comprehension and many scientists accept as anormal problem. It is also difficult to assess student's `knowledge and feedback, discipline problems.

This worldwide problem of the overpopulated classrooms is affecting the teaching process in the University in Santa Elena, the courses in the law career have until 71 students. So, this is evidence to agree with the authors of the article, the problems they mention really happen in the English courses in the UPSE.

The overpopulated classrooms do not allow to have a good interaction, the two interactions are teacher-students and student-student. Ayu (2017), mentions that students in the teacher-students interaction try to show their speaking and listening skills and the teachers must pay attention in three things: the understandable language for the students, the teacher speech must be a means of communication and what he is going to say and finally the way to say like the paralinguistic elements. This author also suggests the teachers must look for interactive activities to manage with overpopulated classrooms.

Among the solutions to manage the interaction of speaking and listening skills in overpopulated classrooms it is outstanding to consider the technology and the different kind of applications. The development of the CALL (Computing Assisted Language Learning) has given results like the e-learning, the blended learning, virtual learning, m-learning, u-learning, invisible learning, among others.

The last results are probably the m-learning (mobile) and the u-learning (ubiquitous). Both learnings are possible to practice in the smartphones, tablets, laptops because as the word mobile means devices to carry everywhere and anytime and this is the principle of ubiquity.

The most popular application, cheap, practical application, or tool from the m-learning and nowadays there is an approach called MALL (Mobile Assisted Language Learning) is the application WhatsApp.

The advantages from this application such as: popular social media application, has individual, social and pedagogical benefits, platform for cultural interaction in the global sense. Besides these advantages mentioned, it is a versatile one because the students and people can interact orally, by written messages, videos, extralinguistic interactions like emojis, memes, pictures in the case for guiding pronunciation with special symbols or referential signs or the written words or sentences following similar a phonemic representation but with Spanish referents. The application WhatsApp allows to send documents in word, excel, power point, PDF.

Many papers demonstrate the features and advantages of this application and why it is considered as popular and as a pedagogical tool. The continuous use of this application in the teaching learning process aims to support the fundamentals to improve the oral skills at learning a second language.

1.1 Objectives:

- ✓ Analyze activities, strategies, tasks with the WhatsApp application to improve the oral skills mentioned in the different papers reviewed in this descriptive research.
- ✓ Determine the activities, strategies, or tasks to improve the oral skills by using the application WhatsApp checked in this research.

1.2 Justification

It is important to have a guide with the corresponding epistemological, ontological, methodological, philosophical principles in this case the use of the application WhatsApp to apply in the teaching learning process, specifically in the development of the oral skills. A lot of advantages are mentioned in the different papers from the authors, it is very practical to use this application from mobile learning because it is very popular, statistics points out that it is the most used for a big population worldwide and the most important advantage is to consider that the ubiquitous learning allows the students from a public educational institution learn everywhere and anytime, taking into

account also that the text messages, videos, audios any kind of information can be reviewed later. It is only necessary to have just a moment to download the information and continue working alone.

1.3 Methodology

This research is aimed at looking for relevant information from different authors, so it is in the first level, the exploratory level, later with the papers that are relevant and have interesting information is done a wide description of the most outstanding material. In conclusion as also a monography is only a explorative and descriptive work.

Chapter 2

2.1 Development

There is a lot of research done about the use of WhatsApp in education, specifically in teaching a second language, most of them are in the oral production. As it was mentioned before this application is considered outstanding to develop social, cultural, and pedagogical competences.

In the worldwide context we have the next papers:

2.1.1 Impact of WhatsApp Interaction on Improving L2 Speaking Skills

Akkara Joy & Mallikarjuna (2020), The authors mention that this application besides providing real access to authentic learning resources, anytime and anywhere L2 learning provides informal learning outside the classroom, social interaction with instant messaging, multimodal communication, This paper studies de impact on informal learning in a) fluency and coherence, b) lexical resource, c) grammatical range and accuracy and d) pronunciation.

2.1.2 What's up with WhatsApp? A Critical Analysis of Mobile Instant Messaging Research in Language Learning

Galip (2019), This study showed evidence on improving in the four basic skills, integrated language skills and vocabulary, among the 37 papers about using WhatsApp in teaching a language, then involve speaking or oral interaction, so the research is also about pronunciation. It is necessary to look for the specific information how was handled the application and the corresponding results in the English pronunciation.

2.1.3 Mobile Instant Messaging: WhatsApp and its Potential to Develop Oral Skills

Andujar and Cruz-Martinez (2017), This work researched the benefits of mobile instant messaging in the development of the speaking skills, the results were positive because the two experimental groups improved in pronunciation, grammar, vocabulary, fluency, and comprehension. In this job is clearly demonstrated how the application can improve pronunciation because it has also a convertor where the students can speak and if it is correct it is converted in written text.

2.1.4 Improving of English-Speaking skills using WhatsApp

Guacho, Padilla, Padilla, & Mayorga, (2020), Most of the students who participated in this study graded very well in the WhatsApp components corresponding to pedagogy, learning, communication, content, and method. It is really regarding to mention that this research was done in Ecuador in the ESPOCH. In all its components was necessary to speak, so involving the English pronunciation.

2.1.5 Motivation to practice English using WhatsApp; The student case with visual disability in Ecuador.

The research done by Villafuerte and Romero Andonegi (2018), was gratifying for blind people and logically they must learn only by listening and speaking or maybe by typing the Braille language and as the students' comments that he can write. For writing he says he must dictate the applications and the pronunciation must be almost perfect. WhatsApp has an application to dictate, and the device convert the audio in written words or sentences.

2.1.6 Theoretical framework

The two variables to consider are the application WhatsApp as independent variable and the oral skills as the dependent variable. For the acquisition or learning of the pronunciation is necessary to consider the most appropriate methodology and it is considered the mobile learning as the most suitable, MALL (mobile assisted language learning), this approach has the beginning on the CALL (computer assisted language learning) and because of the interaction it is mandatory to consider the communicative approach.

These approaches are a development from the communicative approach, the natural approach and from different kind of methodologies have been used since the beginning of the teaching learning process. It started with the traditional grammar translation method, which is used until now because sometimes it is necessary to give references in the mother tongue, besides there are methods to teach in translation. After this method because of the second War World, it was necessary only to answer some basic words and phrases in the battlefield, appeared the audio-lingual method. Then it was considered the students and people as social bodies and it was necessary to established communication considering lot of aspects like the biological, psychological, social, cognitive among others, so the human being is considered as a holistic body and has a way of being taught a language called the communicative approach, before or in the contemporary epoch there were another methods and approaches like the Total Physical Response, Silent Way, Multiple Intelligences, and others.

The development of the CALL has allowed to involve the technology in education through the technologies of information and communication. In a study about CALL for teaching foreign languages it is necessary to develop more the CALL aimed to the educational technology for teaching. According to the technology development it is necessary to update the educational methodologies or approaches.

The online teaching trends started with the e-learning, continued with the m-learning and finally with the ubiquitous learning but also, they described the different advantages, the last one has such as:

- a) Mobility
- b) Adaptability
- c) Accessibility
- d) Interactivity
- e) Interoperability
- f) Immediacy
- g) Permanency
- h) Pervasiveness and
- i) Context awareness.

Finally, we have a very big contribution from Suárez, B. (2018), she also explored a lot of papers and checked the most representative ones related about the use of WhatsApp in the educational process, later she realized this application was widely used in teaching languages, eventually the analysis conveyed in demonstrating the WhatsApp was the most recommended for the development of oral skills.

Here it is a descriptive chart about the worldwide preference where the WhatsApp was considered as a pedagogical tool.

Table 1*Countries and authors where and who used WhatsApp as a pedagogical tool*

Countries	Papers (Authors)
Arabia Saudí	Alghamdi, Rajab y Rashid (2016)
Brasil	Alencar, Dos Santos, De Freitas, Carvalho y De Barros (2015) Pessoa, Taboada y Jansiski (2016)
Colombia	Centeno (2017)
Emiratos Árabes	Abaido y El Messiry (2016)
España	Chacón et al. (2015) Fuentes, García y Aranda (2017) Merelo y Tricas (2012)
Ghana	Yeboah y Ewur (2014)
India	Bansal y Joshi (2014) Dekhne (2016) Patil (2015)
Indonesia	Susilo (2014)
Israel	Bouhnik y Deshen (2014)
Italia	Lazzari, Caso y De Fiori (2016)
Japón	Dukic, Chiu y Lo (2015)
Malasia	Chin (2016)
México	Angulo, Prieto, Torres, Mortis y Olivares (2016)
Nigeria	Bawa e Ibrahim (2016)
Sudáfrica	Rambe y Chipunza (2013)
Turquía	Basal et al. (2016) Çavus y Biçen (2015)
Venezuela	Marquina (2016)

Source: [ResearchGate](#)

Among the most recent works about the use of WhatsApp in developing oral skills it is really outstanding the paper done by Escobar y Gomez (2020), they collect some ideas from other authors like: WhatsApp is an eye-catching, for entertaining, it is very practical and helpful in all the educational process. Because of its multiple and varied text and the other multimedia functionalities the students feel as part of the technological legend. WhatsApp is now a very important tool in the students' lives due to it is the most application used in the communicative context. The pedagogical side of WhatsApp has been researched from different areas: formal, informal, face to face, distance learning.

A group of experimented professors and researchers in a qualitative paper shared the perceptions from the students WhatsApp as a learning tool EFL vocabulary for developing speaking skills.

According to Muhammad, Raha, Farooqi, Shahbaz and Seemab (2021), results revealed that whatsapp is very easy to acces, the information can be changed easily and they provide chance to the students dicussions, for the discussions is important the availability of vocabulary is easily found in the application whatsapp, if the students has a big variety of vocabulary the speaking skills can be developed.

The big purpose of a language is the communication and the most difficult skill to overcome is the oral not only expression but the interaction. For developing and following a conversation it is necessary to consider a los of aspects. (Bozdemir, Candan, Ezberci, & Altan, 2020), in their reserch found that the students had interactions at the third week but once they were confident they used the aplication whatasapp not only for their social interactions but also for sharing information about their studies and the gastronomy events.

The human being as a social and cultural body needs have interactions with people form another cultures and social status. Nowadays it is outstanding to mention for example proffesors, teachers, any proffessional or perosn who has been able to meet foreigners of another language or the same and it is easy to continue in contact with them by the applicattion WhatsApp.

The communicative and linguistic competences imply not only to have verbal expressions and interactions, we must consider the non verbal expresions and interactions. The application whatsapp allows to have the non verbal communication. The aplication whatsApp provide extra elements like: memes, emoticons, gifts, stickers, gifts with movement.

Chapter 3

3.1 Conclusions

- The application WhatsApp is widely used in the social, educational, and cultural context because of its advantages, facilities, and features.
- Because of its different kinds of ways to communicate, it is very used this application to develop the oral skills.
- The most important characteristic of WhatsApp is the ubiquitous, it allows to interact among the teacher with the students and among the students everywhere and every time.

3.2 Recommendations

- Application WhatsApp can't be only in the classrooms but also to contact people from around the world to have real interaction with foreigners and develop them.
- The oral skills can be developed with the application WhatsApp because of its wide variety of ways to communicate.
- In public educational institutions can be recommended to use the application WhatsApp because of its most important characteristic that allows the students to have communicative and linguistic interactions everywhere and anytime.

References

- Akkara Joy, S., & Mallikarjuna, S. (February de 2020). Impact of WhatsApp Interaction on Improving L2. *International Journal of Emerging Technologies in Learning (IJET)*, 15(3). Obtenido de <https://doi.org/10.3991/ijet.v15i03.11534>
- Andujar, A., & Cruz-Martinez, M.-S. (2017). Mobile Instant Messaging: Whatsapp and its Potential to Develop Oral Skills / Mensajería instantánea móvil: Whatsapp y su potencial para desarrollar las destrezas orales. *Comunicar*, 25(50). doi:DOI:10.3916/C50-2017-04
- Ayu, M. (2017). INTERACTIVE ACTIVITIES FOR EFFECTIVE LEARNING. *Conferencia: 4ª Región Sur de Sumatera TEFLIN Conferencia*, (pág. 3). Palembang. Obtenido de https://www.researchgate.net/publication/329223163_Interactive_Activities_for_Effective_Learning_in_Overcrowded_Classrooms/link/5efefb7492851c52d6138394/download
- Bozdemir, Y., Candan, S., Ezberci, E., & Altan, M. (2020). Examination of the Conversations in a WhatsApp Group Created for Communication in a Bachelor's Level Astronomy Course. *International Journal of Education in Mathematics, Science, and Technolgy (IJEMST)*, 8(2), 168-276. Obtenido de <https://files.eric.ed.gov/fulltext/EJ1255522.pdf>
- Galip, K. (2019). What's up with WhatsApp? A Critical Analysis of Mobile Instant Messaging Research in Language Learning. *International Journal of Contemporary Educational Research*, 6(2), 252. doi:DOI:10.33200/ijcer.599138
- Guacho, L., Padilla, N., Padilla, Y., & Mayorga, A. (31 de 01 de 2020). Mejoramiento del Speaking en el idioma inglés con el uso de WhatsApp. *Espacios*, 41(10), 10. Obtenido de <https://www.revistaespacios.com/a20v41n02/a20v41n02p10.pdf>
- Küçükler, H., & Kodal, A. (2018). Foreign Language Teaching in Over-Crowded Classes. *Canadian Center of Science and Education*, 12(1), 169. Obtenido de <https://doi.org/10.5539/elt.v12n1p169>
- Muhammad, R., Raha, N., Farooqi, S.-u.-H., Shahbaz, M., & Seemab, M. (2021). Learners' Perceptions on WhatsApp Integration as a Learning Tool to Develop EFL Vocabulary for Speaking Skill. *International Journal of Language Education*, 5(2). doi:<https://doi.org/10.26858/ijole.v5i2.15787>
- Suárez Lantarón, B. (2018). Whatsapp: su uso educativo, ventajas y desventajas. *Revista de Investigación en Educación*, 121-135. Obtenido de https://www.researchgate.net/publication/328906221_Whatsapp_su_uso_educativo_ventajas_y_desventajas/link/5beac0a4a6fdcc3a8dd21ba6/download
- Villafuerte, J., & Romero Andonegi, A. (2018). Motivaciones para la práctica del inglés en WhatsApp; el caso d un estudiante con discapacidad visual en Ecuador. *Prácticas con tecnología e inclusión Modalidad: Virtual*, (pág. 5). Obtenido de https://www.researchgate.net/publication/326506493_Motivaciones_para_la_practica_del_ingles_en_WhatsApp_El_caso_de_un_estudiante_con_discapacidad_visual_en_Ecuador_Practicas_con_tecnologia_e_inclusion_Modalidad_Virtual